

Competency Based Approach & Integrated Situation.

1. What is a competency-based- approach?

- It is an approach aiming at establishing a link between the learning acquired at school and the context of use outside the classroom.
- This approach enables the learner to learn how: to learn, to share, to exchange and to cooperate with others.

2. What is a competency?

- It is a "know-how" which integrates and mobilizes a number of abilities and knowledge to be efficiently used in problem solving situations that have never been met before.

Implementation of the competency

Competency I : Interact orally in English

At the end of the year, the pupil must be able to use the functional language acquired in class as well as verbal and non verbal means to come into contact with his schoolmates and his teacher

How?

- ✓ With his schoolmates in pairs or groups.
- ✓ In situation related to (1) the class room (2) topics and subjects tackled at school (3) his needs (4) his interests
- ✓ Using communication breakdown strategies (mimicking, gestures, mother tongue)

Competency II : Interpret authentic documents, oral or written.

At the end of the year, the pupil must be able to demonstrate his understanding or non-understanding of simple texts (short stories, legends, fables, tales, songs, games) –narrative and descriptive –that match his cognitive level, verbally or non-verbally, with his teacher's help, using adequate visual and linguistic support.

How ?

- ✚ Interact orally or in writing in everyday situations.
- ✚ With his teacher / mates
- ✚ Consult various sources {dictionaries, the media, the internet...}

Competency III : Produce simple messages, oral or written

By the end of the school year, the learner should be able to express his ideas, organize them according to logic and chronology, take into account syntax, spelling and punctuation for (1) describing (2) narrating

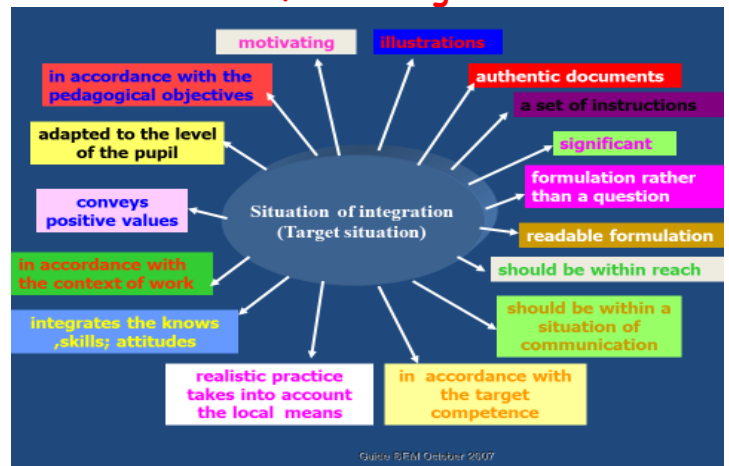
How ?

- The pupil is suggested a model to follow.
- He is given access to new writing strategies.
- In situations linked to (1) the class (2) the pupil's interests and (3) the pupil's needs.
- With audio-visual support
- Using pedagogical recreative activities
- With clear and precise instructions
- Taking part in groupwork (newspapers, magazines, cartoons, projects ...)

Situation of Integration

→ This phase is meant to the reinvestment of the resources in terms of the "knows" and the "know how to do" → The activities suggested in the previous phases should be built up towards the final output and help the pupils to be ready to produce a piece of writing in accordance with the situation of communication

Criteria of the integration :



Grid for Evaluating The situation of Integration.

Criteria	Good	Fair	Poor
Relevance (2points)	<ul style="list-style-type: none"> Topic (1pt) « all the ideas are related to the topic » Format (1pt) : « correct » (2points)	<ul style="list-style-type: none"> Topic (0.5pt) - Some ideas are related to the topic (at least 4) Format (0.5pt) : -correct (1pt) 	<ul style="list-style-type: none"> Topic - Very little reference to the topic (1 or 2 sentences) Format: Correct /incorrect (0.5 pt)
Organisation (2points)	<ul style="list-style-type: none"> Ideas well Organized topic sentences/ supporting sentences conclusion sentences are linked correctly (2points)	<ul style="list-style-type: none"> Some Ideas are well organized No topic sentence (no) conclusion Topic sentences/no conclusion Some sentences are linked correctly (1 point) 	<ul style="list-style-type: none"> Ideas are not well organised difficult to follow No topic sentence No conclusion Sentences are not linked correctly (0.5 point)
Linguistic Resources (2 points)	<ul style="list-style-type: none"> Correct use of (tense)/ verb form/ link words vocabulary varied (2 points)	<ul style="list-style-type: none"> Correct use of (tense) / verb form Use of 3 link words Vocabulary not varied 3 mistakes are accepted (1 point) 	<ul style="list-style-type: none"> incorrect use of (tense)/ verb form no link words vocabulary (very) limited more than 6 mistakes (0.5 pt)

Criteria	Indicators
1. Relevance 'the criterion is reached when the student produces the piece of writing in accordance with the situation of communication	<ul style="list-style-type: none"> The student writes the piece of writing according to the theme He uses the appropriate tense or structure He uses the vocabulary related to the topic
2. Syntactic coherence and correct use of linguistic elements	<ul style="list-style-type: none"> Syntactic order Correct use of tenses related to the situation of communication
3. Semantic coherence	<ul style="list-style-type: none"> The sentences produced have a meaning. / A logical link between the sentences.
4. Excellence	Good presentation of the paper
→ Remark	DO NOT PENALISE STUDENTS FOR SPELLING MISTAKES



Planning Lesson

- Teachers should prepare a lesson plan before teaching.
- Teachers should consider learners' abilities, interests, learning preferences, and the institutional program while planning.
- Teacher should analyze their lesson plans before and after teaching.
- Lesson plans should include specific information.
- Objectives should concretely state the communicative objectives of the lesson.

What preparation should a teacher make before planning a lesson?

- Before planning, teachers should know what they are teaching and why.
- Lessons should focus on helping learners develop communication skills – not finishing the curriculum, memorizing grammar rules or learning to transcribe words.
- They should consider learners' ability, age, learning preferences, interests, available resources, previously taught information and the institutional program.

What should be included in a lesson plan?

1- Guided Sheet = Lesson Focus :

To show you where to start and how to end and in between you have the resources .

2- what does a guided sheet contain?

- **Learning objectives { Function +Grammar}**
< they must be taken from the official syllabus and taking into account "The new slimming of the syllabus Mai 2013."

- Which skill(s) will students mainly practice during this lesson? (Speaking, listening, reading, writing) PPU or PDP frame works.
- Which aspects of language will students focus on?
 - **functions** (polite requests, apologizing, etc.),
 - **grammar point(s)** (Use and review using a grammar point in discussion)
 - **vocabulary** (words, phrases, idioms, etc.), =Vocabulary (related to pre-historic life in the Sahara),
 - **pronunciation** (phonemes, intonation, etc.)
- Is there an aspect of **culture** in this lesson that needs to be clarified? If so, what is it?
- Required Material or resources = Aids = VAKT** = Visual Auditory Kinesthetic Tactile
- Aim of the lesson =SWBAT** = (students will be able to do.....< An observable behaviour >

Lesson Plan model sheet

time	Interaction	procedure	competency	VAKT

Time = is very important , teachers should master that .

Interaction = In order to avoid TTT (Teacher Talking Time) and split the role among his or her learners

Procedure = here the teachers plans his or her lesson with different stages & steps.

Competency = Since we are dealing with CBA < Competency Based Approach> teachers must know when his or her learners perform the "3IIP" { Interact – Interpret – Produce }

VAKT = **Visual Auditory Kinesthetic Tactile** = Teachers must know which kind of aids must be used at any stage of teaching.

The 3 Stages of a lesson

- In all lessons there is a **prep to teaching** (icebreakers/ games/ warmers/ lead in
- While lesson** which is split into presentation and practice/ others will refer to observation / analysis and practice , in case it is a grammar / vocabulary lesson .
- The post lesson** is the productive stage.

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Teaching Frameworks



- 4 ps= Preparation – presentation – practice – produce / 3 ps= presentation – practice – produce
- PPU = Presentation – practice – Use /ju:s/ < Speaking (grammar) lesson>
- PDP = Pre(reading/listening) During (reading/listening) Post (reading /listening)
- PIASP(grammar or pronunciation item) P= presentation / I= Isolation / A = Analysis/ S= Stating rule / P= Practice (Oral or Written = 3 type of tasks < 1- based form 2- Meaning based 3- communicative based
- Teaching Writing= writing process= Problem solving integrating situation= a- Brainstorming b- planning or organizing c- drafting d- editing e- publishing

Why PPU and PDP frame works?

Allegement du programme Mai 2013: The New Slimming of the syllabus

- ❖ Au-delà de l'objectif de lecture (reading skill) le recours à l'interprétation de textes doit servir au développement des deux autres compétences communicatives (interaction/production), d'où possibilité de 'PDP' leçon,
- ❖ et d'acquisition de connaissances linguistiques , d'où possibilité de 'PPU' leçon

PPU & PDP frame work

"How to apply Bloom's taxonomy in a grammar lesson?Using the

PIASP teaching method .



- 1-P= **Presentation**<Presenting the context in which the structure appears>
- 2- I= **Isolation**: the focus is temporarily on the grammatical item itself and the aim is :to get the learner perceive & recognize the grammatical item what it looks like
- 3- A= **Analysis**:
Here you will try to make ur learners analyze the isolated items the aim is : to get your learners perceive how it is formed (structure), how it functions and what it means and the rule that govern it
- 4- S= **Stating Rule** :
Here after they analyse you help them to formulate the grammar rule
- 5- **Practice: This is achieved through three (3) type of tasks**
 - a- **Based form task**: Mechanical manipulation < focus only on the form >
 - b- **Meaning based task**: Focus is on meaning
 - c- **Communicative based task**: (emphasis is on transmitting message)

Writing Process

Process writing consists of the following stage

- 1-brainstorming
- 2-planning or organizing
- 3-drafting(writing the first draft
- 4-editing
- 5-publishing

Assessing The Lesson Plan

- After writing the lesson plan teachers should check to be sure that it is well planned.
- Teachers may check that the lesson communicates objectives to the learners, that it is well sequenced, has a balance of teacher and learner-centered activities, etc.
- After teaching the lesson, teachers should make notes on the lesson plan about what was effective, what was not effective and strategies to make the lesson more effective next time they teach it.
- Then they should file the lesson for future reference.

The Project Work

What is project work ?

Project work involves multi-skill activities which focus on a theme of interest .In project work ,students work together to achieve a common purpose ,a concrete outcome ,(for example, a brochure, a bulletin board display , a video , an article) .Typically it requires students to work together over several days or weeks , both inside and outside the classroom ,often in collaboration with speakers of the target language .

Why project work ? The benefits of a project work .

a) Fostering learner autonomy.

- ✚ Independent and collaborative learning
- ✚ Exercise choice
- ✚ Write up reports
- ✚ Make decisions
- ✚ Collect data
- ✚ Plan their work
- ✚ Discuss with their group members the information to look for

b) Enhancing motivation

- ⇒ Introduce novelty in the language classroom by changing routine
- ⇒ From passive recipients, learners start to play an active role
- ⇒ Since project work is achievement –oriented , learners will feel a sense of achievement , crucial to boosting confidence and motivation

Introducing tutorial classes (TD) In Middle school
(circulaire ministerielle N° 1313 du 30/06/2013)

The tutorial classes : What is it? Why ? when? For whom? How? How often? For whom? Where?

TD Tutorial means . TD is a teaching method that allows pupils to apply theoretical knowledge in the form of exercises. It usually take place in small numbers to facilitate the teacher's help .

Rational of TDs in Middle school

Activities in TDs:

- Shows an extra value to learning operation
- Aims at improving the quality of learning
- It's a mean and another path to “ reinforce – deeper and last the learning operation .
- It' new occasion for the leaner to acquire new learning strategies.
- Promotes healthy environment for individual teaching and learning according to each learner needs and put into action a pedagogy of differentiation
- Develops motivation and reflexion of the learners
- it's a chance to take part in dialogues and take part in active exchanges

- The Role of the teacher:

Prepares and organizes the progress of the TD activities. The teacher conceives them using situations that interest every leaner. Gives opportunity to his or her learners to interact and work in homogeneous small groups. Emphasizes on the strong points of the learners and weak ones that prevents them from progressing. Equips the learners with methodological strategies in their work. Evaluates in continuous way the progress of the learners as well as the degree of their participation and contribution during each TD Evaluate the procedure used

To remember : In TDs we have to avoid :

- Spend the time copying.
- Marking TD
- Re-teach or spend too much time making review
- Answer the learners one by one
- Don't give enough time for relflexion for the learners.

RATIONALE FOR GROUP WORK IN ENGLISH COURSES (by Madam Ouzna Mekaoui)

A weekly group session will enable to adapt the learning process to students' needs.

Group work therefore will allow to reinforce language practice. Learners will have the necessary support so that their outcomes match the curriculum expectations. The teacher will plan language skills and knowledge oriented activities that take into consideration Individualised Instruction .

In a group work class learners can develop their skills independently. They take responsibility in small group tasks. They work collaboratively and develop a positive attitude to learning.

Suggested types for grouping students :

Type one :Mixed ability groups

Mixed ability grouping enables learners to cope with real life working context , where people of different abilities work together. It has , therefore the advantage of a social inclusion and equal opportunities2

Type two:setting according to achievements:

This kind of grouping requires a diagnostic test. For the time being it will comply to the national exam type in English, the current written test. The shortcoming of such diagnostic test is that it is not really accountable for being organized after a long summer holiday .It is based on academic achievement only. It would be better to take into account teachers evaluations of previous learners' attainment of the last school year, in foreign languages. The advantage of such grouping is that it enables the teacher to organise the courses and plan activities according to learners' needs.

Group work objectives throughout the middle school cycle:

Four aspects are to be considered to plan a group work syllabus

- 1- Communicative competency and interaction**
- 2-Language skills**
- 3-Learning strategies**
- 4- Social skills (personal and interpersonal)**

Typology of tasks and activities

- Product and process oriented tasks:
- Meaningful and manipulative language activities
- Project work
- Role play and simulations
- Survey/ questionnaire
- Interview
- Listing /categorizing
- Information gapCloze test/gap filling
- Matching/ jigsaw
- Problem solving activities
- Games
- Songs
- Story telling
- Information transfer
- Transformation

Advantages of using text books :

- They are useful learning aid to the learners
- They can identify what should be taught and the order it should be treated
- They can indicate what methods should be used
- They can provide attractively and economically most of the material needed
- They can serve the teacher a lot
- They are indispensable to the teacher who comments on the language may be insecure
- They are indispensable for teachers who are untrained

TEXT BOOK EVALUATION

EVALUATION : Three stages process

1) Initial evaluation / Detailed evaluation / In use evaluation

Apply the **CATALYST** → catalyst stands for 8 outers

Communicate
Aims
Teachable
Available
Levels
Your impression
Students interact
Tried and tested

ADAPTING THE BOOK
Erica and Lara

Potential approaches include

If positive apply

- **E**nough / too much?
- **R**ight format / level ?
- **I**ntegrated ?
- **C**ommunicative ?
- **A**ppropriate ?

If negative apply → LARA

- **L**eave out
- **A**mend
- **R**eplace
- **A**dapt

Or apply « SARS »

S= Select
A= Adapt
R= Reject
S= Supplement



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